

# Inspection of a good school: Crownfield Infant School

White Hart Lane, Collier Row, Romford, Essex RM7 8JB

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Inspection dates:

20 and 21 September 2023

## Outcome

Crownfield Infant School continues to be a good school.

## What is it like to attend this school?

This is a safe and happy school where pupils behave very well in lessons and during playtimes. Many pupils say how much they enjoy school. One pupil, echoing the views of others, said, 'Teachers are kind and they help me.' No pupils reported any concerns about bullying. Pupils value the rewards they can earn for kindness and good behaviour, for example having lunch at the 'top table', where they use China crockery.

The school has an ambitious curriculum. Its high expectations for pupils' learning are mostly realised. The children in Nursery and Reception get off to a great start, learning together, sharing toys and developing their communication skills. Older pupils listen well and discuss their ideas in lessons.

Many pupils take on responsibilities, such as helping to look after the school's chickens. They are serious about leadership roles in the school. For example, pupils must fill out an application form to become class ambassadors. The mayor appoints successful applicants at a special assembly, awarding them their badge.

## What does the school do well and what does it need to do better?

The school has thought carefully about its curriculum and has structured it well. The curriculum breaks down key knowledge into smaller steps. For example, children in the Nursery count small numbers of vegetables as they pull them out of the soil in the vegetable patch. They sort them by putting the carrots in one pile and beetroots in another. They discuss the different sizes and shapes of the vegetables with adults. Learning this knowledge about numbers, sorting and shapes prepares children well for the mathematics they will be learning in Reception and key stage 1.

The school ensures that staff have the subject knowledge they need to deliver the curriculum effectively. Generally, teaching checks what pupils already know and understand. Any gaps in pupils' prior learning are identified and addressed.

Reading is a priority. Training is provided for staff. Pupils practise their reading with books that closely match the sounds that they know. They are learning to read with increasing fluency and developing positive attitudes to reading. However, in a few instances, the school has not made sure that the phonics programme is securely implemented. This means that gaps in some pupils' phonics knowledge are not addressed quickly enough. As a result, a small number of pupils who find reading difficult are not given the precise help they need to catch up quickly. The school is taking rapid actions to address these issues.

The school has effective procedures to identify pupils' additional needs promptly. Typically, pupils with special educational needs and/or disabilities (SEND) access the same learning as their peers. However, for a small minority of pupils with SEND, teaching and resources are not routinely well adapted to support their learning. This means that they do not achieve as well as they could.

Pupils know that it is important to follow routines in class and get on with their learning quickly and sensibly. As a result, there is almost never any disruption to learning. If pupils need a reminder, they respond quickly. The school's behaviour policy helps pupils to consider the choices they make. They learn about what is right, and wrong, as part of their moral development. Pupils learn how to resolve disputes and collaborate on tasks. The school's curriculum, including religious education, helps pupils to learn about and respect different faiths and values.

Governors provide effective support and challenge for the school. However, there are some instances where governors and leaders have not ensured that the school has published required information online. Leaders are taking effective steps to improve attendance so that all pupils benefit from the education and experiences the school offers.

Staff are proud to work in the school. They value the support and professional development they receive from senior leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- On occasion, teaching does not implement the intended curriculum securely, including for pupils with SEND. As a result, some pupils have gaps in their knowledge. The school needs to ensure that all staff have the necessary expertise to address gaps in pupils' knowledge so that all pupils benefit from effective teaching.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2014.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	102295
<b>Local authority</b>	Havering
<b>Inspection number</b>	10293237
<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	358
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Julie Miller
<b>Headteacher</b>	Sharon Nacmias
<b>Website</b>	<a href="http://www.crownfieldinfantschool.org">www.crownfieldinfantschool.org</a>
<b>Date of previous inspection</b>	22 May 2018, under section 8 of the Education Act 2005

## Information about this school

- The school runs a breakfast and an after-school club.
- Crownfield Infant School is larger than the average-sized infant school.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, assistant headteacher and other leaders and staff at the school. He met with members of the governing body and a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and religious education. For each deep dive, he held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also discussed the curriculum in some other subjects.

- The inspector considered responses to the online survey for parents, Ofsted Parent View. He also spoke with parents at the school gate.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

### **Inspection team**

Julian Grenier, lead inspector

His Majesty's Inspector

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